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Journal of EDUCATION

BOSTON, MASS.
Vol. CIV, No. 9

September 13, 1926

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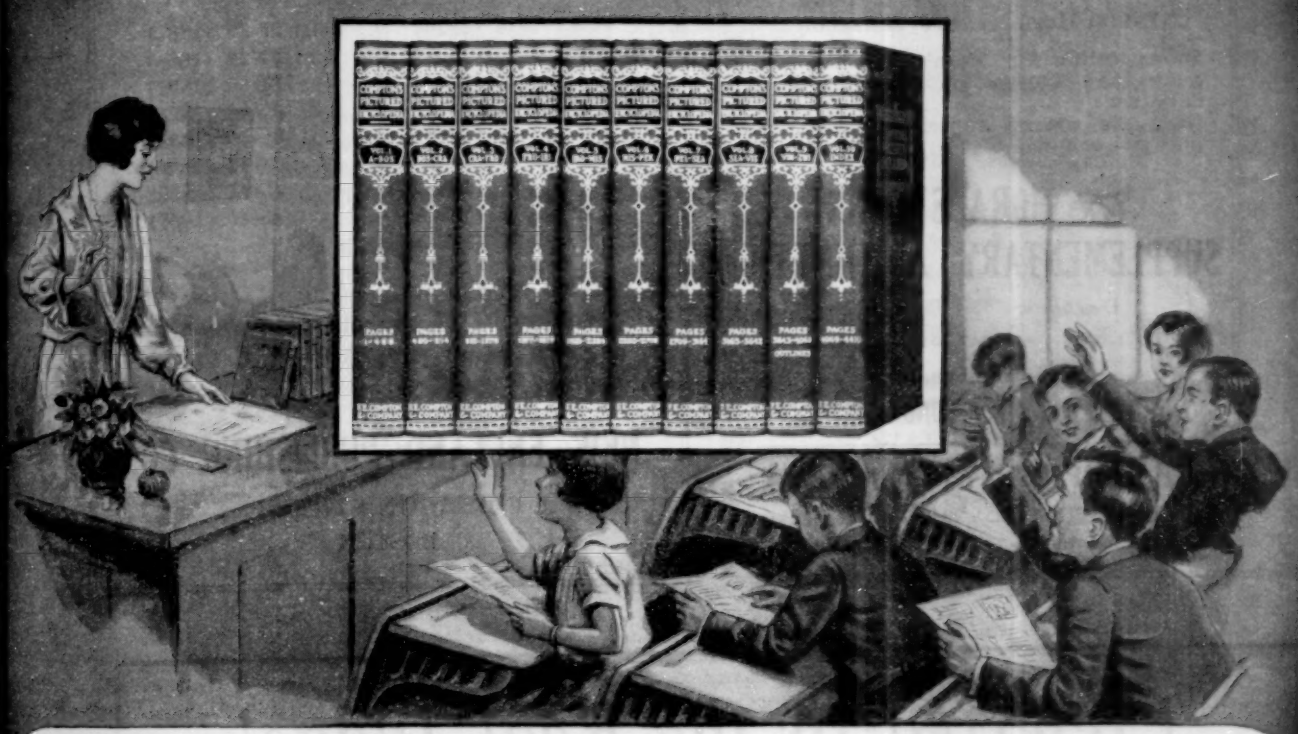

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JOURNAL of EDUCATION

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ISOBEL R. LAY, MANAGING EDITOR

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Founded in 1875. Published Weekly (fifty issues a year) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as Second Class Matter.

EDITORIALS

Million Dollar Babe Ruth

BABE RUTH, the home-run wonder, is worth half-a-million dollars to his club and half-a-million dollars more to the seven clubs of the American League to which he does not belong. This is no guess work. It is as demonstrable as the value of Man-of-War in the stock-breeding world.

The gate receipts of the club to which he belongs are more than half-a-million dollars more than they would be but for his playing, and the gate receipts of the other seven clubs of the American League are more than half-a-million dollars more when his team is with them than in the same number of games when he is not with them. Why?

Babe Ruth up to September 1 had hit twice as many home runs as any other player in either the National League or the American League. Yes, and more than any two players in the fifteen teams, and every one of the more than one hundred and forty players had had the same opportunity that he had. Others had faced the same pitchers that he faced, and every pitcher tried harder to prevent Babe Ruth from making a home-run than any other man.

Every man and woman who enjoys a great game of baseball knows that it is the ambition of thousands of batters to learn how to do what Babe Ruth does, and the fact that no one of them does half as well as he does makes every baseball enthusiast want to be present at every game where there is a possibility of his hitting a homer. That is why Babe Ruth is literally worth a million dollars in gate receipts at baseball parks.

A university professor's reputation is not made by anything he says or does. He may be talked about and shouted for, but his reputation depends upon what his graduates do. He must be able to say: "So and so, here and there, was with me in such and such a year." One gradu-

ate who has made the home plate in fame or fortune who says: "It was in ——'s class that I got my start," demonstrates the home-run ability of a teacher or professor.

It is not the lecturer or preacher who makes an audience laugh or weep who makes a home run. It is the one whose message carries down the years who makes a Babe Ruth record.

Educating Parents

CALIFORNIA has created a new public education mission. It has an endowment of $22,500 for the education of parents, and State Superintendent Will C. Wood has appointed Herbert R. Stolz assistant state superintendent in charge of parent education. It will mean much to have a man of Mr. Stolz's energy and devotion functioning as a leader in advising and inspiring parents to skilful direction of children in the home. He has been eminently wise and intensely devoted as state supervisor of physical education in Superintendent Wood's cabinet, and he is sure to maintain the pace of service with the new opportunity for responsibility.

In 1924 the American people invested $2,400,000,000 in education.

Vitalized East Stroudsburg

THE State Teachers College, East Stroudsburg, Pennsylvania, has undergone as wonderful transformation as any institution we know. Indeed all of the State Normal Schools of the state underwent marvelous changes some five years ago, when the State Department of Education took the entire direction of these schools, in material as well as in professional management, and the modification of the Northeastern State Normal School was especially noteworthy, for it went a little farther and a good deal faster than was thought possible.

Its achievement was so noteworthy that Teachers College, Columbia University, has recognized its significance as a school of observation and professional practice. The expansion of the plant and the improvement of equipment is interesting, but the chief advance has been in the intensity of its service to the schools and communities of its section of the state.

From the start it magnified the Teacher-Training scheme to benefit teachers in service through correspondence courses and summer work for credits. Principal T. T. Allen has demonstrated rare ability to adapt conditions to professional needs, and to transform opportunities into responsibilities.

A utilization of such expressions as "A Training School in Action" and "Studies in Learning to Teach," is significant of the direction of the approach to all problems. The Training School is really the Teachers College in action. There is nothing stale in the institution. As you see the work of the students, of the professors, of the administrative force you have a feeling that there is an energizing spirit from top to bottom; that it not only permeates the faculty and the students, but is broadcasting to the community. The faculty not only has scholastic "credit," but creditable professional aspirations for their institution.

Mrs. A. Montgomery Ward of Chicago in her will gave Northwestern University, Evanston, four million dollars.

"Spanish Studies Here"

WE ARE using in this issue an editorial from the New York Times on "Spanish Studies Here," which is well worth reading, as are all editorials of the New York Times. This is of special interest to the Journal of Education, because we have done more to magnify the teaching of Spanish in the last ten years than have all other educational magazines combined, for which achievement the credit is due to the vigorous and sane articles by Professor Henry G. Doyle of George Washington University, whose article on "Spanish Studies in the United States" was undoubtedly the inspiration of the New York Times editorial.

Our indebtedness to Professor Doyle is greater than can be put in words, but we may be justified in saying that our great luck in having Henry Grattan Doyle on our staff as editor of modern language books and as special editorial contributor on modern language affairs is due to the fact that we were keenly appreciative of him personally and scholastically in his high school days, in his Harvard University life, and in his first teaching, because in his childhood days in our neighborhood he gave promise of rare ability.

President Calvin Coolidge, who in his speech before the Pan-American Congress of Journalists in April endorsed the study of Spanish in American schools and colleges—already urged by Secretaries Kellogg and Hoover—has gone a step further. According to the Washington Daily News "President Coolidge wants American school children to study Spanish. He already has spoken about it to his son, John, who will include it in his course next year. The President favors an intensive campaign among the schools for this purpose."

Noble Wisconsin

IT SEEMED unthinkable even a year ago that the State of Wisconsin would, on July 20, 1926, by a unanimous vote of the State Board of Education, provide for all nine State Normal Schools to be State Teachers Colleges with four-year courses and with full degree-granting powers in all courses, and yet this has happened, and a budget of $2,000,000 has been provided for these nine State Teachers Colleges. On September 1, 1927, there will be no State Normal School in Wisconsin, and there will be nine State Teachers Colleges. The principals will become presidents.

The opposition to four-year courses, for preparation of teachers of high schools, has been bitter, but with Pennsylvania making half of its Normal Schools State Teachers Colleges, and Wisconsin making all nine of the State Normal Schools Teachers Colleges, and in each case by unanimous vote, it is clear that there is no opposition that can function harmfully.

It is not only that teachers will be prepared in these State Teachers Colleges but, what has greater significance, elementary school teachers will have as high professional and scholastic preparation as high school teachers will have.

American churchmen in 1925 gave $648,000,000 for church purposes.

"Extra-Curricula Fanatics"

PRESIDENT William Allan Neilson, president of Smith College, the largest woman's college in the world, may have been a bit impatient when he coined the phrase "extra curricula fanatics," but in this impetuous age it is practically impossible to be a propagandist of anything without being reckless. The automobile accidents are practically all due to the passion of some driver to gamble on the chance of doing safely what he knows he should not try to do. The extra-curricula vista is one of the real creations of the times, but it rarely benefits the student who needs it, but never fails as an excuse for the boy or girl who doesn't need it. "Slow down" should be written across the highway of all educational "fans," watchful always for detours to prevent their becoming fan-atics. To make a bookworm into a honeybee by the chrysalis stage of extra-curricula is a sweet performance, but to make a moth to ruin valuable garments in the dark through extra-curricula is as far removed from making honey as the filth of the sewer is from the sparkling water from the mountain spring.

Extra curricula's value is in the service it renders to the boy or girl who needs to be freed from slavery to books and avoidance of giving an excuse to the boy or girl who needs to have the mind harnessed to exact scholarship.

Re-election of Marrs

THE renomination of S. M. N. Marrs as state superintendent of Texas is much more than a personal triumph. He made no campaign, spent no appreciable amount of money, lined up with no faction. He went about his business from day to day as though there was no hectic political campaign. This has demonstrated that in Texas the office of state superintendent of public instruction is on a professional basis. This is a significant welcome to the Department of Superintendence, which is to meet in Dallas this winter. In an interview following the nomination—which in Texas means election—Mr. Marrs said:—

"I am profoundly grateful to the people of Texas for the signal honor given me. Without having made a political speech I have received a majority which gives assurance that the friends of public education have determined that the office of state superintendent of public instruction shall remain on a high professional plane and shall not be made the football of partisan politics.

"Weighty problems involving efficient administration and adequate financial support of the public schools suggested by the report of the educational survey will be presented to the fortieth legislature for solution, and the future welfare of public education will depend upon the co-operation of all patriotic citizens. I feel that this victory is an endorsement of efficiency and economy practiced by the administration as well as a rebuke to those who attempted to cast the schools into the maelstrom of politics."

The World Federation

DR. A. O. THOMAS, president of the World Federation of Educational Associations, sailed on August 25 for a month in Europe with appointments to meet the government and educational officials of all the important countries in Europe. Already plans are made that assure a notable meeting in Toronto. An adequate financial budget is already provided, and from all continents there will be representative educators. Dr. Thomas has been reappointed State Commissioner of Education of Maine, and the Governor heartily endorses the service being rendered internationally, and granted leave of absence for this European visit to the European nations.

My Rebirth at Seventy

By A. E. WINSHIP

I GO to Flagstaff every year to celebrate the time when I was seventy years old. I had been scientifically blind, but on that night I received my sight as if by magic.

More than twenty-seven thousand times the sun had risen in the east and had set in the west, and I had seen it rise and set times out of number, often sad at the thought that another day had gone, that another year had gone, especially when seventy years had gone.

Since my rebirth at Flagstaff, Arizona, I have never seen the sun rise or set. It will never rise or set again for me. Nothing has happened to my eyes. I wear the same glasses, see men and trees the same, and enjoy reading as before.

The morning after my rebirth the earth moved, rolled to the east, rolled toward the sun, under the sun, and kept on rolling—until we were so far over on the other side that we left the sun out of sight behind us.

What had happened the evening before? I had been in the Flagstaff observatory which Percival Lowell had made famous. I sat in the cage-chair attached to the wonderful telescope. When the telescope through which I was seeing the wonders of creation caught the rim of the moon I followed it across to the other rim. Then the great cage, chair and telescope were wheeled back, and I looked across the moon again. Then we were all wheeled back, and again and again we went back and forth until it got into my system that the moon stood still, but the earth, the cage, the telescope and everything else on the earth were moving. Every day since then the sun has stood by day as the moon by night, and I can almost feel the earth move as the sun rises.

When I recall the time when I would enjoy in static serenity the sun and the moon crossing the heavens my mortification is inexpressible. I would sooner die than return to the experience that this glorious old earth was stationary and the sun and the moon were capering across the heavens playfully.

Now I am thankful that I have had another twenty-thousand-mile journey on the earth every day; that I have been out to see the heavens that declare the glory of God by day and by night without cost of transportation. Every day and every night is a glorious excursion among the wonders of creation, and the Bible has a new meaning as I read its first seven words: "In the beginning God created the heavens."

That evening in Flagstaff has changed everything in life for me. The world civically and socially is simply rolling into history. Children are not growing, they simply are a new view of progress that we get as civilization rolls on.

Contrasting the Harvard University life of our sons with that of our grandsons now in Harvard is a revelation showing that they have not changed, but the world in which we have been living has changed. These youths have their private telephone and their automobile. They have different tests for what they know, and different visions of what they must know; scholastic life is as different as their social life. There has been no rising of a new sun, but the world has been rolling on, and a youth of twenty-one today is seen by a new world, a moving world.

Instead of whining sobbingly that the world is not static, that our children are not living as we lived, that our grandsons are not in the Harvard that our sons were in; instead of regretting mournfully the years that have passed, I am reverently thankful that I have been permitted to stay in this moving world to see it roll on from the oxen of our childhood days, and the "toe the mark" of our school days, to the marvelous glory of the life into which we can see our children and grandchildren coming.

Listen to good old Father Inchofer in 1631—when the Puritans came to Boston—as he pours out of a pious heart his outraged sense of sacrilege at the idea that the earth moves.

"The opinion of the earth's motion is of all heresies the most abominable, the most pernicious, the most scandalous; the immovability of the earth is thrice sacred; argument against the immortality of the soul, the existence of God and the incarnation should be tolerated sooner than an argument to prove that the earth moves."

Why this rage? Why should a gentle servant of his fellows thus boil with indignant grief at a new astronomy? . . . Father Inchofer, I suppose, had a deep, beautiful spiritual experience. He had lived on terms of fellowship with God and love for men. He had always visualized that relationship in terms of a stationary earth with the concentric heavens encircling it. On that mental trellis the flowers of his spirit had blossomed. It was very sacred to him. He revered it as a part and parcel of his faith. No wonder that the idea of a moving earth seemed to him, not an advance in science, but an abyss of blasphemy.

—Harry Emerson Fosdick.

College Education and the Job

By CHARLES MOREAU HARGER

Topeka, Kansas

OUT in the Middle West has arisen a spirited discussion concerned with the relation of a college to the life-work of its students. It originated in a caustic letter written by a graduate of the University of Nebraska, setting forth that his four years in college had "been wasted," and that he now finds himself "four years behind the men who never went" because the University gave him "too much theory and idealism" and not enough "practice and realism." He suggests that the University discharge some of its professors and hire a "man of the world," even at $15,000 a year, whose duty it shall be to counsel freshmen as to their course of study, assist them in deciding on their vocation and aid seniors in "getting a job" following graduation by keeping in touch with employers and fitting the graduate to the position.

Naturally the newer states are more sensitive to the matter of quick financial return in education than those with established status; that is, there are more students who must secure employment immediately after graduation. In several of the Middle West schools approximately fifty per cent. of the students are earning their own education or have borrowed a portion of the cost and must repay it. Likewise it is probable that the average student in a rural commonwealth is less certain exactly what is to be his vocation than in a section of established family and financial conditions. Hence the matter of "getting a job" appeals keenly to a vast number of parents and students, and they look to college education as a positive aid therein.

The reaction of the complaining graduate's declaration on the alumni of the university is interesting. Letters received by the association secretary generally oppose the idea that a college should guarantee financial reward, but admit that it does help "get a grip on things." They agree that it is not a panacea and it is unfair to expect it to assure one's career. The editor of the association magazine sets forth these factors in what he says is the letter-writer's mistaken conception of what a student can reasonably expect a university to do for him: A failure on the part of secondary schools clearly to define the value of a higher education; the conception the public generally has regarding the value of a college education; failure on the part of some university professors to attempt to explain and to make clear the problems which the student may expect to meet upon his graduation.

Controlling authorities of schools of higher education find that pupils in secondary schools too frequently go through their course with no definite idea of what is to follow. Responsive to the "get a job" theory, the tendency of the modern high school is to add new courses, to expand vocational work and to offer pupils many subjects, some of which involve very little preparation for college. One finds in the curriculum credits for manual training, typewriting, home economics, home decoration, glee club, religious instruction, etc. When the graduate has secured a diploma he finds he is far from being fitted for admission to the college of liberal arts. Under statutory or state educational department regulations it may be compulsory that he be admitted to a state school—but that does not mean that he can absorb intelligently the class work required. In one university at the end of the first semester 250 students, nearly one-fourth the freshman class, lacked full passing grades largely because they had entered in autumn deficient in preparation. A survey for one western university where a high school diploma is by law accepted for entrance shows that 27.5 per cent. of the freshman class in 1922 was not equipped with complete preparation. In another college the deficiency was 67.2. In these two institutions 673 students were required to make up work before fully measuring up to regular courses.

It is conceivable that this lack of equipment is somewhat due to the failure of parents and students to map adequately the course taken in the secondary school. The child is inclined to take the easiest way through the complicated curriculum, selecting studies that seem least burdensome and securing the maximum of credits with a minimum of exertion. To be sure, there are advisers in the faculty, as there are in college, but not always are these teachers fitted either by experience or by understanding of child psychology to give proper guidance. Unquestionably the time to begin a college course education is when the child enters the high school, working toward a definite end with view of preparation for the higher education. This checks back to the parents primarily and somewhat to the secondary school itself for proper direction to each pupil. Intelligence tests are not by any means the whole determining factor—direction is necessary from the beginning of secondary school progress.

An indignant parent complained to me of his son's failure in college. "The boy lasted just two weeks," said he, "and never did get one lesson correctly. Yet he had a high school diploma—what was the matter?" I found that the youth had sufficient credits for high school diploma—but among them were several that had no connection with college work. It did not soothe the parent when he was advised that he should have been aware that the son was not taking studies that fit for college entrance. "I thought a high school diploma meant what it said," he declared. In this instance, as in others, the failure at the beginning brought discouragement and finally abandonment of college career, sought by his parents and himself but with no clear conception of requirements for its successful accomplishment.

With the secondary schools giving the proper equipment for admission to schools of higher education, still remains the problem of the college student himself. Beginning with the freshman year a percentage of the enrolled students is without definite plans for the future. These drift through the four years and are graduated, often yet undecided as to their vocation. Would the employment of a "$15,000 man" as an adviser and counselor as to life occupation be a valuable asset to the college? Would it save, as the complaining graduate says, "wasted years"?

That such a procedure would be sound only if the adviser were of exceptional ability, qualified to judge humanity with clear vision, is the objection of those seeing in the plan an innovation that conflicts with all their conceptions of the function of a college. These hold that the cultural value of higher education is likely to be overshadowed by the materialism involved in the search for a quick financial reward after graduation. They point out that grievous error might be made in such authoritative advice, and that it is far better for the student to "find himself."

Nevertheless, the possibilities of vocational guidance are being considered by schools of higher education and tentative plans for a beginning in that direction are under way. Indeed it may be, with such modifications as present themselves, a coming feature of the college. It is stated that President Angell of Yale, to avoid education in the mass and to correct the situation of many seniors coming to graduation with no plans for the future, is considering helpful innovations for that institution. First he hopes to organize a bureau where current information can be obtained in the typical occupations which every year absorb the members of the graduating class. Next would be a personal service which would help the student to determine with some exactness for himself what are his real qualifications and in what fields he can hope to be successful.

Over two hundred schools of business have been inaugurated in the past half decade, each connected with a college or university, and having for its object the fitting of graduates for active careers in trade or industry immediately on graduation. Two, that at Leland Stanford and the Harvard School of Business, admit only post graduates. Deane W. Malott, dean in the latter school, puts the definite accomplishment of these schools this way: "The school of business cannot turn out a fully-equipped, self-starting swivel-chair business executive. The graduate is no more a high-geared, trained business executive than the graduate of a law school is a full-fledged successful practicing attorney or the medical interne a surgeon of distinction. Only experience, initiative and judgment can make a man an accomplished business executive. But the school can shorten the process."

Two trends are evident in higher education—a demand for a cultural background, even for the most distinctly industrial or vocational education, and a larger activity on the part of the school so to direct the student that he may obtain the most of which he is capable—"shortening the process" toward a vocation. Whether it shall go on and attempt to establish him in the field of mature activity is an open question, though there is a growing belief among parents and students that this is entirely within the province of the college.

Such readjustment as comes in methods and policies will be due to the wide discussion of what the college owes to the community and how far its activities shall assist the student.

The constant consideration of the "job" as the immediate successor of graduation is uppermost in the minds of a large portion of the student body. Inevitably it influences the public's attitude toward higher education—and we may expect in response thereto establishment of systems for meeting the demand. Indeed it seems likely to be the next important movement in college education.

True religion affords government its surest support. The perpetuity of this nation depends upon the religious training of the young.

—George Washington.

Spanish Studies Here

OUR neighbors of South America have been drawn closer to us of late by the thread of language. Not so long ago the republics to the South were further from us than was Europe. Many young gentlemen used to seek the completing touch to an American education in the universities of England and the Continent. Parties of young ladies, judiciously chaperoned, traveled abroad for just the right amount of knowledge of the ways of the world. In those days Spain was closer than Mexico, and France held nearer, dearer charms than the tropical glories of New Granada.

A glance at a recent bulletin of the Pan American Union is enough to show how Spanish studies in the United States have brought our friends into an intimacy that is closer than one made possible by mere geography. Americans have always had an interest in Spanish history, literature and folklore. Prescott, Irving, Ticknor, Longfellow, Lowell, Howells, John Hay are representatives of our Spanish scholars of the past. Today fifty notable names might be listed as leaders in literary, economic and political connections between the Americas.

The great increase in Spanish studies has come in our secondary schools. Colleges and universities have since the establishment of a professorship at Harvard in 1816 gradually enlarged the facilities for the study of the language and the literature until it is now in a flourishing state. German, French and Latin had until 1915 been the principal foreign-language studies in the secondary schools. From that time until 1922 the students discovered in great numbers that Spanish had certain fundamental attractions, and the figures given by the Federal Bureau of Education show the tremendous shift to its study. The decline in the number of students taking German was doubtless a contributory cause of the increase in Spanish, but it is far from accounting completely for the change. As early as 1900 the appeal of Spanish had been felt in the colleges, and it naturally worked down through the preparatory schools during the decade following.

The prospect of commercial and political relations with Spanish America is a consideration of importance with many young people today. Romance and novelty are also offered to new soldiers of fortune who sail south rather than east when they leave college. Their chances of success and of establishing friendly, comfortable relations are greater because of their preparation for the sally to South America.—New York Times.

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Opium, The Demon Flower

THERE are so many phases of the American "complex" that no one, that no institution can grapple with all the problems that arise. Sara Graham-Mulhall, formerly First Assistant Deputy Commissioner, Department of Narcotic Drug Control of New York State, has had so much experience with drug addicts, with the drug trade, the demoralized conscience of statesmen (?) and business men, that she writes passionately of the opium menace, of crime chargeable to drug addiction, of the traffic in addiction, and of the opium "leak" to addicts in transportation.

There can be no question but that drug addiction will increase unless there is more vigilance on the part of the public, more knowledge on the part of young people, and more efficiency on the part of enforcement officers than is in evidence today. While few of us can divert desired attention to the promotion of so noble a cause as this we can all do something toward having "Opium, the Demon Flower," by Sara Graham-Mulhall, published by Harold Vinal, New York, in every school and professional library in America.

Personal and Professional

EBENEZER CHARLTON BLACK, LL.D., Boston University, one of the most gifted as well as most popular writers and lecturers on English literature of the day, with his wife, Agnes Knox Black, edited "The New Hudson Shakespeare" (Ginn & Company). The edition is not only beautifully printed, but the sixty pages of "Introduction" and charts make it invaluable for school use. Dr. and Mrs. Black have made and are backing school texts with rare personal and literary flavor.

MISS CLARA BELL BARRETT, a teacher in New Rochelle, N. Y., swam in the English Channel for twenty-one hours, swimming forty miles, much of the time in a fog so dense that she lost the boat accompanying her and was lost by the boat. She lacked but two miles of being the first woman to swim across the English Channel.

A. W. GORDON, executive secretary of the Maine State Education Association, has an official record that we have not known excelled. When he accepted the secretaryship six years ago the membership was small and the finances were on the ebb-tide; indeed, the tide had gone out and stayed out, and he was to receive $150 for his services. The membership of the National Education Association was light, or slight, as you please. This year the membership in the National Education Association is one hundred and eight per cent. of the membership. The Association publishes a notable report of the annual meeting of the Association. It pays the expenses of its delegates to the summer meeting of the N. E. A. It pays Mr. Gordon $1,200, and has five thousand dollars in the treasury. Mr. Gordon is second in length of service of the Maine State Department, and does all his secretarial work out of office hours.

WAYNE P. SMITH, one-time superintendent Wallace, Idaho, later in high school service in New York City, and since the war prominently associated with the direction of the Federal Rehabilitation work, first in Denver and later in Los Angeles, has closed his connection therewith, and is luxuriating in the climate and his orchard in Southern California.

WILLIAM D. JACKSON, for forty-three years on the faculty of the Bridgewater, Massachusetts, State Normal School, and for much of that time assistant principal, is a native of Bridgewater, and when we were on the School Board of Bridgewater in the late sixties he began his school career in a one-room school. He was always the outstanding member of school as he was in the high school and at Harvard University. No one now living, except the principal, Arthur C. Boyden, has had as long and vital a connection with the school as has Mr. Jackson.

M. F. ANDREW, Wilmington College, Ohio, a pioneer of forty-five years ago, a teacher of extended service in highly progressive professionalism largely in Cincinnati, is rounding out his life work in Wilmington, a college as nearly like that which the Holbrooks had at the old Normal School at Lebanon as anything now functioning anywhere. There were 600 students there in the summer term. Mr. Andrew has all the zeal of the professional pioneer that he has ever had, and Wilmington College is just the place for that spirit today.

E. L. HARDY, president, Teachers College, San Diego, has an enviable record in the building of a great institution on what was a slight foundation. The San Diego State Normal School, started in the state educational administration of Dr. Samuel Black, who was, by the way, its first principal, seemed a forlorn hope for a time. It was in a geographical pocket, with a large State Normal School and several colleges and universities in Greater Los Angeles, but today it is one of the largest State Teachers Colleges on the Pacific Coast with an enrollment of twelve hundred students this year, with a faculty of fifty, crowded out of its buildings and off its campus, and it is clearly the achievement of Dr. Hardy, who has had a large part in making San Diego one of the most attractive and prosperous young cities of the country. Of course, the climate has helped wonderfully, for it is superfine as one of Dr. Hardy's family said: "It is worth $5,000 a year to have the privilege of living in San Diego." The orchards and the gardens are scarcely less appealing 365 days in the year than the climate. It must not be forgotten that the background of the mountains and the foreground of the sea make the location unrivaled in any section of this broad land. The harbor, with the naval base for the fleets and for the airplanes, was an early urge to prosperity, but above all else is the fact that San Diego has always been one of the cleanest cities, socially and ethically, under the Stars and Stripes, and in everything Dr. Hardy has played a vital part.

JOHN F. SIMS, long principal of the Stevens Point, Wisconsin, State Normal School, died

in a hospital in Milwaukee on May 28, following an operation, which was not thought to be of a serious nature. Mr. Sims was one of the seniors in service among the State Normal School principals, and was the most closely allied to the National Education Association of any school man in the state. Indeed, he was one of the national leaders in the promotion of rural school progress.

MARIE RUEF HOFER, Chicago, specialist in kindergarten and music for rhythmical activities, adds to her many publications along this line "Festivals and Civic Plays" from the Greeks and Romans, for upper grades and Junior High Schools, tales of real adventure. Perseus, Theseus, Hercules are real boys; Pericles and Phidias rebuild Athens; Socrates walks with the boys in the Ceramicus; Greek and Roman laws and civics are compared; Roman heroes are alive and actual. These plays meet classroom work halfway, and easily lead out into festivals and school performance. Many are short and ready for assembly use. Miss Hofer believes that pageantized school play for the many should do away with wordy dramatics for the few. Colorful spectacular scenes, artistic groups and processions provide the best socialized art for the schools, and teach first principles of drama without staginess. The working teacher has no time to waste on the latter. The book stresses history, geography, civics, law, social virtues, good English and art. Miss Hofer's work is always original. She is always meeting new conditions in a new way.

WALTER BRADLEY TRIPP, who died recently, was a member of the faculty of Emerson College, Boston, for thirty-five years and director of the Emerson College Summer School for fifteen years. He was president of the Drama League of America. He was interested in many scholastic, literary, dramatic and fraternal affairs in the city, and his passing is widely and deeply regretted.

WILLIAM ALLAN NEILSON, president of Smith College, is demonstrating keen insight into the social and educational problems of college life for girls. No one is more sane in prophecy, more clear in vision, more wholesome in advice, more happy in phrasing the present hopes and fears than is he. Here is a sample:—

"Mass education encouraged the brilliant student to loaf, to neglect his opportunities, to fritter away his or her time in unprofitable ways. Our problem today is to find the education to fit the student. Education should be fast enough for the average student but not too slow for the super-normal mind. . . . More work and more difficult work must be assigned those who are capable of doing it. . . . The way to get rid of the extra-curriculum fanatic, the boy who tries to do too much on the outside of his studies, is to speed up his intellectual work. If their work were made harder they would not have the time to play so much. Mass education tended to subordinate the brilliant mind to the standards of the average mind. What we must do in our colleges is to cultivate as far as possible the prize-winning intellect. We are gratified when we produce an unusually large tomato, an unusually luscious apple, an unusually fine horse. We parade these exceptional products in specially arranged exhibitions. We even offer prizes for their production.

"Why shouldn't we grow the best minds? It will be the production of the best minds that will mark our real progress in education. Mass education put too much emphasis on quantity and not enough on quality. The best plant is a leader in the plant world. The best mind is a leader in the intellectual world, and a college education system that does not produce leaders out of the average is a failure."

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HORSFORD'S ACID PHOSPHATE

Jottings by the Wayside in Indo-Chine

By L. H. PUTNEY

WERE we to confine ourselves strictly to Dr. Winship's instructions there would be no "Jottings" from this out of the way spot, for Indo-Chine is strictly French, with very few English-speaking persons in residence, and therefore an extremely difficult place for one not speaking that language to secure information about such things as schools. So these "Jottings" will have to be very largely about the country and its people, instead of its schools.

Indo-Chine, the most important outpost France has in the East, occupies the eastern half of the peninsula known as Farther India. It reaches from the Gulf of Siam and the South China Sea in the south to China's southernmost provinces, Yunnan and Kwangsi, in the north, a distance as great as from Boston to Chicago. On the east it is bounded by the Gulf of Tonkin and the South China Sea, and on the west by Burma and Siam, with a maximum width perhaps of five hundred miles.

Although Indo-Chine looks small on the map in one of our geographies back home, it really is a large country, having an area approximately that of all the New England and Middle Atlantic States with Ohio and Indiana thrown in for good measure. It is made up of huge areas of moderately high mountains, and of the extensive flood plains of two important river systems, the Mekong in the west and the Red in the north. In their upper reaches these rivers and their numerous tributaries flow through narrow gorges, but as they approach the sea they spread out and form great deltas, so level that steamers on them seem at a distance appear to rise straight out of the rice paddies, much as do junks on the Grand Canal in China. It is due to these rich flood plains that Indo-Chine, along with Burma and Siam, may lay claim to being the granary of the Far East.

One peculiarity of the country is the absence of any good harbors along its entire shore line, which extends for over 1,500 miles. Throughout much of this distance it is fringed with forbidding cliffs, and where these give way to lowlands it is so flat that no convenient anchorage can be found. As a result, both of the big ports, Saigon in the south and Haiphong in the north, are many miles up narrow rivers, which make you think of the lower Mississippi because of their numerous bends.

The French began to acquire Indo-Chine about the middle of the last century, partly as a result of difficulties that their traders got into with the natives, and partly through accepting invitations to take sides in some of the feudal wars that raged intermittently. Today they control absolutely the destiny of its twenty million inhabitants, although native kings still hold nominal sway everywhere except in the southern portion, known as Cochin-Chine. For administrative purposes the country is divided into one regular colony (Cochin-Chine) and four so-called "protectorates." There is a governor-general possessed of almost unlimited powers with his headquarters at Hanoi, a modern French town located on the Red river, about three hours distant from Haiphong by rail. In each of the protectorates there is a resident-general whose word is law with the native rulers. The governor-general is assisted by a Conseil Superior composed of many government officials together with a number of eminent natives. This conseil meets twice a year to enact laws and levy taxes.

Apparently Indo-Chine is infested with taxes of every kind. Not only are there import and export duties, but also transit duties on goods en route to China, Siam, and other countries. Import duties are levied according to weight, as well as the ship on which the goods arrived. As a result heavy articles are at a disadvantage as compared with lighter ones of the same kind. According to our consul in one of the ports of Indo-Chine, the same goods that are subject to a tax of 45 per cent. if shipped by direct steamer must pay 150 per cent. if transshipped at Singapore or some other intermediary port. Since almost no ships from America touch at Saigon or Haiphong, nearly all our exports to Indo-Chine are subject to ridiculously high duties. Added to this, it is almost impossible to learn in advance what the rate on a given article will be. Is it any wonder that our trade with Indo-Chine is small? Besides these duties there are also stamp taxes; for example, a stamp must be affixed to every advertisement posted on a billboard.

It is amazing how successful the French have been in building truly French towns in this Oriental land. In Saigon or Haiphong or Hanoi one could easily imagine himself back in France were it not for the strange peoples around him in such numbers. The streets are wide and usually made of crushed stone, and often asphalted. In strange contrast to most Eastern towns they have excellent sidewalks, that are bordered by beautiful shade trees everywhere except in the heart of the business district. The buildings are of brick, usually

covered with plaster and painted cream color. As a rule they are two or three stories high and strictly European in appearance.

Owing to the heat, which is intense, especially in the South, all European business establishments close at 11 o'clock in the morning for three or four hours. Along about 4 o'clock in the afternoon the residents begin to bestir themselves, and from then until the stores close, three hours or so later, the streets are full of activity, especially in the vicinity of the cafes. As a rule these establishments place their tables on the sidewalk or on verandas just above, so that their guests may have an unobstructed view of the passing throng. The native peddlers are allowed to move from table to table displaying their wares—Tonkinese embroideries rich with gilt, wooden trays inlaid with mother-of-pearl, skins of tigers and other wild animals, etc. Often at Saigon on Saturday evening during the dry season a great dance is held in the square facing the Municipal Theatre. This theatre, by the way, receives a large subsidy from the government, and is thus enabled to operate about six months out of the year.

Unlike its neighbor Siam, Indo-Chine can boast an excellent system of highways reaching to all the important towns. Auto stage lines operate over them as regularly as similar conveyances do in far more highly developed countries. On the other hand railway development has been slow, perhaps because of the ease with which freight can be transported throughout the thickly congested flood-plains by means of boats, and carts with thatched roofs drawn by oxen. Still there are lines running out of Saigon and Hanoi for several hundred kilometers, one of the latter connecting at the Yunnan border with a railway that goes as far as Yunnan-fu, three hundred miles to the north, through what is said to be some of the finest railway scenery in the world. Travel on this particular road is expensive, costing about six cents a mile first class.

Apparently the day is far distant when you will be able to go from Hanoi to Bangkok by rail, for while the Siamese have extended their railhead to the Cambodian border Indo-Chine has taken no steps to connect it with Saigon, nor is it doing anything to connect up the great gaps in the line between that city and the capital. Speaking of railways reminds us that the freight cars one sees in Indo-Chine are much more commodious affairs than the little four-wheel boxes used on the railways in Malaya and Siam; in fact, they are the first real freight cars we have seen for a long time.

(Continued September 20)

College Entrance Examination Board

ONE of the most professionally serviceable publications of the season is the report of "The Work of the College Entrance Examination Board, 1901-1925," prepared by Thomas S. Fiske, secretary of the Board, and published by Ginn & Company.

The creation of the College Entrance Examination Board in 1901 met with slight welcome in many quarters, and fewer than 1,000 candidates registered for examination by the Board. Even in its fifth year of service the number of candidates had not passed the 2,000 mark, but in ten years it had passed 4,000; in fifteen years 10,000; and in 1925 it had passed 20,000.

The increase in candidates is far from being the most important service rendered. The influence on the colleges is as great as upon secondary schools and upon all educational thinking. It has standardized educational thought as well as scholastic preparation for promotion.

Its annual volume is one of the most enlightening documents of the year. The facts for 1925-26 are interesting beyond expression.

The 19,775 candidates were from 1,691 schools. Of these 855 were from public schools, and 836 from private schools.

Of these 11,297 were candidates for New England colleges; 5,675 for colleges in the Middle Atlantic states; and 502 for colleges in the other thirty-seven states.

Of the 19,775 candidates, 8,106 were residents of the Middle Atlantic states; 6,824 from the New England states; 2,552 from the North Central states; 1,367 from the Southern states; 754 from the Western division.

There were 626 different examiners. Of these 146 examined English papers, 115 Latin, 104 French, 91 mathematics, 76 chemistry. There were 303 from private schools, and 123 from public schools, 200 from universities and colleges. There were 343 from New England, 212 from the Middle Atlantic States, 71 from the other states.

The total cost of the management of the board for 1925-26 was $186,707. Of this $22,477 was for salaries, $11,308 for printing. The cost of reading the papers was $84,828; of the examiners, $3,375; of supervisors and proctors, $19,565; clerical assistance, $17,395; examination supplies, $7,333; rent and care of headquarters, $7,586. The receipts were $203,965. Of this $185,592 was from fees of candidates. The receipt per candidate was $9.32.

Vanishing Soul of the Teacher

By WILL CHAMBERLAIN

Yankton, S. D.

THERE is the touch of evolution in all earthly things. This means that it has numberless expressions. After all evolution is but a great law of fulfillment—destiny. In the out-working of its purposes it breaks up into countless forms.

Evolution is at work in the schoolroom just as surely as it is at work in agriculture, road-building, city planning. In America our school system has undergone a wonderful change during the last fifty years. A teacher of fifty years ago would hardly know how to start things in an up-to-date school. She would be sorely puzzled and perplexed. The simple apparatus of the former time would look primitive beside the aids to instruction which are seen in most schoolrooms of today.

Yet there is one thing that does not appear to conform to the rules of evolution. It is one of the most important things of all. I allude to the soul, the heart of the teacher. I am not at all ready to say that the carefully-trained teachers of the present are lacking in these immortal attributes, yet sometimes I do feel that higher prices all around, finer equipments, and all the rest, tend to squelch or dwarf the noblest emotions of mankind in our teaching profession. I am thinking we once had types of teachers—unselfish, high-minded men and women, who taught for miserable wages, and under the most trying circumstances, yet poured out a very fountain of love and gentleness in their schools and the neighborhoods blessed by their presence. They were the teachers who had drank from the wisdom, the mind-richness of David Page and Horace Mann. To them teaching was not a stepping-stone for themselves. It consisted of stepping-stones for every boy and girl who came under their care. I do not forget, of course, that in the earlier times there were meanly educated teachers in the schoolrooms—men and women of coarse and listless natures, who undertook teaching because it looked like a snap. There were such teachers, and they were often cruel and contemptible.

I have in mind the loving teachers of fifty years ago—the teachers who would lie awake at night studying out a difficult plan of procedure, a method of dealing with some unruly youngster, for his salvation, and for the joy and progress of the school. I presume we have such teachers with us yet. I certainly hope we do. But I cannot quite brush aside my fears This grind, this present-day system seems to me remorseless. It takes great hearts, great spirits to withstand it. Will our teachers lose all their God-given personality and become mere complacent cogs? Or will they be like grains between remorseless millstones, having all their natural impulses crushed into the mass, the grist of the system?

I do not know. I am hoping for the best, but when the dollar becomes a dominant factor in teaching the outlook is not especially Utopian.

After School

By Strickland Gillilan

When home from school's long day
he drifts
And to my gaze his fresh face lifts,
I read the tale of all the joys
And sorrows that are every boy's—
I knew them once. I feel them yet,
Through later living's deeper fret.
But still I hold him close and say:
"Son, tell me all about your day."

He tells me—whimpering o'er each
grief,
And laughing next in swift relief:
The big, bad boy who hid his hat;
The girl who slipped from where she
sat,
To meet with Teacher's well-earned
frown;
And how the littlest boy fell down!
I list—not that I do not know,
But only that I love him so.

When, at life's troublous school day's
close,
Each world-worn pupil homeward
goes,
Straight to the Father's eyes we'll
raise
Our own, prepared for blame or praise.
He'll slip an arm around, and say:
"Child, tell me all about your day."
Not that Our Father does not know,
But only that He loves us so.

—Exchange.

Character Chats

With the General Re-opening of Schools This Feature Again Becomes Available to Teachers

By JOSEPH B. EGAN, A. M.

Dreading the Dentist

YESTERDAY a very tired business man looked at his watch. He sighed. "It's four-thirty," he grumbled. "I have an appointment with the dentist at five o'clock."

The man's son, a boy of perhaps fifteen years of age, was sitting near him. The father turned, and placed his hand on the boy's knee.

"Jimmie," he said, "there was once a boy, just your age, who had a splendid set of teeth. One day this boy discovered holes in several of his teeth. He knew what he ought to do about it. He passed a dentist's office every day on the way to school. His conscience told him to go in and have the damage repaired and the teeth saved. Now, in a way, Jimmie, this boy was an awful coward. Oh, he could fight all right, and he wasn't afraid of the dark, but he was afraid of the dentist. The result was he put off having the work done until tooth after tooth decayed beyond repair.

"That boy lived forty years ago. He has been a thing of the past for many years. He lives only in memory.

"A man has taken that boy's place. This man needs all his strength to win money enough to keep his home in comfort. Today he is handicapped in his struggle by the cowardice of that boy of forty years ago. Today that man feels the loss of every tooth that boy neglected. As a matter of fact, right this minute that man is going to the dentist in a too-late effort to undo some of the mischief that boy did to him."

"I think I understand," said the man's son. "That boy was you when you were young, and that man is you today."

"Exactly," said the father.

"I think I'll go along with you," said the boy. "I don't want the man I am going to be to have a cause of just complaint against the boy I am today."

The Selfish Prince

THERE was once a very foolish little prince who always wanted his own way. He became so unpopular that his father's subjects turned him out of the city's gates and told him never to return.

The prince was not used to the hard road under his feet, nor the hot sun over his head, nor the mosquitoes that bit his hands and face, and so, in no time at all, was so heart-sick and discouraged that he sat down on a rock beside the way and began to weep.

Now, it happened that he had come into the country of a pleasant spirit and the spirit seeing him weeping took pity on him, and said to herself:—

"If he is worthy and loves beauty, I shall help him by giving him the key to happy things."

So saying the pleasant spirit took the form of a lovely flower, and dangled her golden head right into the prince's hand. As though absent-minded the prince plucked the flower, and slowly one by one, pulled off the golden petals and scattered them over his feet.

"Alas!" said the pleasant spirit, "I fear he has an ugly nature and does not love beauty, but to make sure I shall try again."

This time the pleasant spirit took the form of a glorious blue butterfly that lit on the rock close to the prince's hand.

As though absent-minded the prince caught it with a swift sweep of his open hand, and began, at once, pulling off the wide blue wings and scattering them over his feet.

"Alas! alas!" thought the pleasant spirit, "can it be possible that any prince can be so thoughtless of the comfort of others. There must be some terrible mistake. I shall try again."

This time the pleasant fairy took the form of a gorgeous beetle that crawled over the gray dust close to the foot of the prince. The beetle's back seemed fashioned of beaten gold, with wonderful spots of gleaming purple set like bits of enamel upon his shell.

As though absent-minded the foot of the prince crushed the wonderful beetle into the earth, destroying its beauty forever.

"Alas! alas! alas!" cried the pleasant spirit, "now I see what terrible havoc selfishness has wrought in the heart of this unhappy prince. I should never dare to entrust to him the key to happy things. Instead I shall hand him over to the bitterest of task masters, Human Experience."

At that, the pleasant spirit clapped her hands and a gray mist covered the unhappy prince, and a hand in the mist took hold of his and led away to the country of Much Sorrows where selfishness going meets selfishness coming back, and where thoughtlessness going meets thoughtlessness coming back, for all the world like a person meets his reflection in a tall mirror.

False Coins

THERE was once a man who disliked a neighbor very much. In an evil moment he yielded to temptation, and told another that this neighbor of his made false money by stamping on pieces of lead the features of the king.

This story was a lie, but the person who heard it did not know it was a lie, and so he whispered it to another, and this person whispered it to another, and on and on it went, from mouth to mouth, until at last it reached the ears of the king himself.

Now the king was wise and honest, and very stern, and he summoned the accused person before his throne and asked him to produce the false coins that he might see them with his own eyes. When the man could not produce the coins he cast him into prison, and summoned the person who had told him. When this person could not show a false coin to prove his story he cast him also into prison, and summoned the one who had told him. At last, when the jail was full to overflowing with those who repeated the tale, but had no false coin to show, the king came at last to the man who started the lie upon its journey.

"Before casting you into prison because you can show no false coin I demand that you tell the name of him from whom you heard this tale," said the king. The man hung his head, and said: "No one told me. I made it up."

At that the king rose in great anger and commanded the man to be beaten with whips of leather, one blow for every person to whom the story had been told. When the punishment had been inflicted the king called all those who were in prison before him, and said to them:—

"Behold the liar who cast you into prison. Behold the real coiner of false coins, that is false words, upon whose surface appears the figure of an evil spirit. My friends, in passing the evil coin this man had made and given to you, you have brought trouble to yourselves and misery to this innocent man. Go now, but take heed lest, in the future, you be, again, a passer of false words."

The Little Boy and the Witch

THERE was once a very selfish little boy who lived in a big woods in a far country. His mother was a poor needle woman who worked hard all day for a few pennies with which to buy bread.

Instead of helping his mother by being useful around the home, this little boy did nothing but complain from morning till night. When his mother placed his porridge before him he cried out: "It hasn't any taste. Take it away," but when his mother started to remove it he gulped it down with relish. When he was asked to do an errand he pretended he did not hear and his poor mother began to worry over his growing deafness. When there was water to be carried he never saw the pail, nor the way to the spring, and when there were lessons to be studied he complained that he could not see the print upon the page, and his poor mother began to worry over his growing blindness.

When there were nice things to be said he never said them, and when he was asked to recite his lessons he complained of a sore throat, and his poor mother began to worry over his growing dumbness.

Now there happened to be a witch in the forest. She was just an ordinary witch, but a very powerful one, and she came one night and crawled into the boy's mouth when he was asleep. She never stopped crawling until she came to the boy's soul, wherever that is.

When the boy woke up his mother called him to his porridge, and lo and behold, when he said: "Take it away, it has no taste," he found it had no taste, and he was so disgusted and sorry that he burst out crying. And later when he was asked to do an errand he pretended not to hear, and lo and behold, he didn't hear a word his mother said, neither did he hear a limb of a tree break off and come tumbling down upon him. When this happened he knew he had really become deaf, so once more he burst into tears. And later, as he walked along he saw his mother carrying a pail of water. He turned his head quickly, and when he turned it back again all was black as night before him. Then he knew he had gone blind, so he burst into a fit of bitter crying.

At that the old witch began to talk to his soul. "Little soul," she said, "do you want to taste good things again?" and the soul cried out: "Oh, yes, yes; porridge will taste like milk and honey from now on."

"Little soul, do you wish to hear the birds singing again?" "Oh, yes, yes," cried the soul, "from now on I shall never fail to hear what my mother says to me."

"Little soul," went on the witch, "do you wish to see the path to the spring?" "Oh, yes, yes," cried the little soul, "and the bucket and the spring and words upon the page."

"Then," said the witch, "let it all be as you wish, but mark this well, every time you fail to appreciate a good thing, you shall lose a little of your fine taste. Every time you fail to hear a cry for help you shall lose a little of your soul's power to hear noble things. Every time you fail to see a chance to do good you shall grow a little more blind to all good sights."

So the witch left the little boy and since, after all, he was a good boy at heart, he practiced tasting, hearing and seeing until he became known all over that country for his beautiful qualities of character.

The Flower and the Alchemist

THERE was once an alchemist who loved to pry into the secrets of nature. He was very proud of his learning, and boasted of it far and wide, so that in time the noise he made reached the ears of the king. Now the king was a good man, and when he learned that this alchemist was saying that there was no God and that everything just happened, he became very angry and called him before his throne.

"Your words have come to me," said the king, "like an evil wind. I like them not for they are not true. Behold I have prepared a test for you. A very simple test, for I have pitted that great learning of which you boast against the learning of this little seed that says nothing but is capable of doing very wonderful things." As he spoke the king held out a very tiny seed for the alchemist to see.

"Now" continued the king, "I have weighed out before me two pounds of black earth, one for the seed and one for you. I have had this earth carefully mixed so that neither you nor the seed shall have any advantage, one over the other. One pound of the black earth I give to you and in the other I shall plant this seed. Side by side in this castle in a room prepared for you, with everything at your command, you the great alchemist, and this tiny seed shall work for the period of two months. At the end of that time both of you shall be brought before me to show what you have done with your pound of black earth, and I shall judge you according to your works. Make, then, the best of the pound of earth I have given you. Labor at it. Make it live. Create beauty out of it. Get you gone."

The two months passed. The alchemist, in fear for his life, had labored day and night. A host of servants obeyed his least command. Rare acids and earths were brought from far and near. The black earth that the king had given was boiled and stewed and baked and then melted and distilled, but all he had accomplished, all he had left after all his pains was a handful of brown ashes.

The moment of decision came. The throne room was lighted with a thousand lamps. Learned men stood all about. The king mounted his throne in great majesty and two doors opened at the far end of the hall, and two streams of servants entered in; at the head of one being the alchemist and at the head of the other a maiden bearing a silver platter on which gleamed a lovely plant whose leaves were of a deep green, and whose great golden flower filled the air of the throne room with delicate perfume.

No word was said, but when the alchemist saw what the tiny seed had made out of its pound of black earth and then remembered the handful of brown ashes that he had produced out of his, his soul was filled with a great dread and he cast himself down at the feet of the king and begged for mercy. Now the king was a good king, and he lifted the defeated man to his feet, and pointing to the flower said: "The great Spirit Who gave yon blossom power to lift itself up out of the black earth, bringing with it color and fair shape and sweet fragrance, gave unto you a greater gift, a mind to understand and appreciate His loving care for all of us. Go, therefore, in peace and through your wisdom show forth the beauty of your God as this simple flower has shown it forth in all the beauty it has brought out of darkness into light."

The Things That Haven't Been Done Before

The things that haven't been done before,
Those are the things to try.
Columbus dreamed of an unknown shore
At the rim of the far-flung sky;
And his heart was bold and his faith was strong
As he ventured in dangers new;
And he paid no heed to the jeering throng,
Or the fears of the doubting crew.

The many will follow the beaten track
With guide-posts along the way,
They live and have for ages back
With a chart for every day.
Someone has told them it's safe to go
On the road he has traveled o'er,
And all that they ever strive to know,
Are the things that were known before.

A few strike out, without map or chart,
Where never a man has been,
From the beaten paths they draw apart,
To see what no man has seen.
There are deeds they hunger alone to do;
Though battered and bruised and sore,
They blaze the path for the many who
Do nothing not done before.

The things that haven't been done before
Are the tasks worth while today;
Are you one of the flock that follows, or
Are you one that shall lead the way!
Are you one of the timid souls that quail
At the jeers of the doubting crew,
Or dare you, whether you win or fail,
Strike out for the goal that's new?

—Author Not Known.

EDUCATION IN ACTION

Church Music A University Study

A chair of church music will be established this fall in the School of Music of Northwestern University, Evanston, Ill. The new department, made possible by a gift of $100,000 from the Carnegie Corporation, will institute courses in the history of music, including an introduction to ritualistic music of the Hebrews and study of forms of church music from early Christian times to the present. Community singing will also be taught.

Extension Classes Enroll Thousands

Students to the number of 35,201 were enrolled last year in university extension courses conducted by the Department of Education of Massachusetts. Classes were maintained in seventy-one centres in the state, with an enrollment of 30,407. Only 4,794 were correspondence students. Since January, 1916, 186,069 persons have been enrolled in state university extension courses in Massachusetts.

Classroom Libraries Benefit Alien Pupils

Installation of classroom libraries in Youngstown School, Seattle, Wash., proved an important factor in motivating reading of pupils of the school, more than half of whom are foreign-born children or children of foreigners. Loan of 450 books was made by the nearest public library, two miles distant, grade pupils were appointed to serve as library assistants, and a definite weekly period was assigned for selection of books. The result was an increase of more than eighty per cent. in the number of books read by the children, and consequently marked improvement in both oral English and silent reading, subjects in which tests had shown that the children were lacking.

Physical Education in Ohio High Schools

Reports from 202 high schools in places of more than 2,000 inhabitants in Ohio indicate that physical education is required of all students in sixty per cent. of the schools, according to a study by Samuel H. Cobb, reported in Educational Research Bulletin. Athletic fields are possessed by sixty-nine per cent. and a play field by twenty-four per cent. of the schools. A teacher of physical education is employed in fifty-two per cent. of the schools, and ninety-three per cent. have school coaches. Only forty per cent. of the student body participate in intramural athletics. Physical and medical examinations are required of all pupils in twenty-five per cent. of the cities, and in fifty-three per cent. it is required of athletes only. A commissioner of athletics for high schools has been appointed recently in Ohio, and state law requires physical training 100 minutes a week. Sixty-five per cent. of the schools reporting give an average of two periods a week to physical education.

Longer High School Day is Anticipated

Nine periods every Wednesday, instead of the usual six, in the senior high school, Everett, Mass., provide needed time for chorus, orchestra, and glee club work, as well as for meetings of the lyceum and school council and other desirable activities. The principal of the school anticipates that it may be necessary in the future to provide for seven or eight periods every day to meet the increasing complexity of American life and the increasing tendency of pupils to do less studying at home.

Janitors and Engineers Become Students

A short summer course for janitors and engineers was provided this year for the second time by Colorado State Teachers' College, Greeley, Colorado. Instruction included management of heating plants, plumbing, repairs, ventilation, prevention of fires and other accidents, sanitation, disinfection, cleaning materials, care of buildings and grounds, and relationships with pupils. Visits to ten schools afforded an opportunity to observe how janitors' duties should be performed under different conditions, and moving pictures illustrated best methods in janitorial work.

Excellent Work by Alabama Boys

Net returns of $508,726 for the crop year 1925 were reported from supervised farm products of boys enrolled in vocational agricultural classes in Alabama. The average per capita gross return was $307, with a net return of $197.56. Financial returns, however, were not the only benefits received. Agricultural schools promote improved methods of crop growing, conservation of natural resources, and instruction in the installation of electric light plants and water systems on farms, and at the same time stimulate interest in part-time classes for adult farmers and children out of school.

School Grows Own Vegetables

Vegetables for the school cafeteria of Hastings (Mich.) High School are to be supplied next year by boys in the agricultural department of the school.

University Afloat Ready to Sail

The Holland-America liner Ryndam, which has recently been converted into a modern university, with classrooms, fully equipped laboratories and extensive library and gymnasium, will sail in September with 450 students and a faculty of forty prominent American educators. The university course will include a tour of the world, for study and visits in thirty foreign countries and forty-four ports of call. The cruise will take eight months. Dr. Charles F. Thwing, president emeritus of Western Reserve University, and one of the original trustees of the Carnegie Foundation for the Advancement of Learning, is educational director of this unique university.

Japanese Scientists Coming to America

Professor Edwin Grant Conklin, chairman of the department of biology of Princeton University, recently said that a number of Japanese scientists are soon to be brought to this country by the Rockefeller Foundation to obtain a knowledge of the methods of scientific research of this country. Professor Conklin has just returned from an eight-months' tour of the Orient. He found university research in Japan quite on a level with that of this country, and, although the sum total of the Japanese findings do not compare with those of this country, proportionately they are as numerous and of as high a quality in the ingenuity, imagination and originality involved.

Marion County, Oregon, Mary L. Fulkerson, Salem, superintendent, has had more than 700 children who have not been absent or tardy once in this school year, and outside of the cities nearly 600 children in one-room or village schools passed the eighth grade examinations.

Washington Is Chosen For Lutheran College

Washington has been chosen as the location for the new Lutheran Women's College in the East, by a conference in Philadelphia of a special Board of the United Lutheran Church on establishment of a women's college. It is expected the site, which will be chosen within the next three months, will represent an investment of from $300,000 to $500,000. A tentative constitution for the new institution has already been approved by the ten supporting synods, and all matters of choice of faculty, securing of property, erection of buildings, and the like, will be decided, it is believed, in time for the opening of the doors to students by the fall of 1927.

26 Aboriginal Tribes Attend Mexican School

For the purpose of teaching the Spanish language to the Indians, as well as a mode of life which it is hoped will eventually result in a more unified civilization, schools have been established in various parts of Mexico. The government has endeavored to obtain teachers, men with a sympathetic understanding of the civilization which was originally behind their pupils. In the City of Mexico, where the government has centralized its efforts, twenty-six aboriginal races are represented in the school, ranging from the Mayas of Yucatan, who once enjoyed the most perfect civilization in Mexico, to the uncouth Tarahumara Indians of Chihuahua. Dinner hour at the Mexican government's National School for Indians gives one an idea of what luncheon in the Tower of Babel must have been like. Twenty-six languages, all of them unknown to the average person, go on at once.

Home Classes for Foreign-Born Women

Ninety home classes for the instruction of foreign-born women were maintained in Syracuse and Onondaga County, N. Y., in 1925 with an enrollment of 400 pupils. The work has been carried on for seven years, and though classes are recruited by the Americanization League, it is part of the city system of adult education, financed by the city of Syracuse and the State of New York. Home classes are valuable not only for the instruction given, but also in the establishment of friendly relationships and in bringing the school to foreign-born women whose lives otherwise are severely restricted by their inability to understand English.

Americans Attend Berlin University

Forty-three Americans from twelve states attended summer school courses at Berlin University this year. These courses were offered by the German Institute for Foreigners in co-operation with the Institute of International Education, New York. This was the first time on the continent that vacation courses were offered on the American plan with credits. On the conclusion of the summer school, the students, representing twenty-five nations in all, started on a special Rhine excursion.

Six Best Age for Starting School Child

The child possessing the best chance of becoming the "star pupil" of his class is the one entered in the first grade at the age of six, according to Henry J. Gideon, director of the bureau of compulsory education of the Pennsylvania Board of Education. The youngster not sent to school until he is eight years old is seriously handicapped, he contends. "The psychology of associating with children two years younger than one's self in school classes," he says, "does not show up in the primary grades, but it does appear most disastrously in the adolescent years of junior high school."

University of California with 16,282 full-time students easily leads all other American universities in enrollment.

Texts for Evening Schools

O'Brien's English for Foreigners

Beginners' English for Foreigners	*Illustrated*	$ .76
English for Foreigners. Book One	*Illustrated*	.76
English for Foreigners. Book Two	*Illustrated*	.96

Webster's Americanization and Citizenship .88

Hill and Davis's Civics for New Americans 1.24

Helps for Evening School Principals and Teachers

Mahoney and Herlihy's First Steps in Americanization 1.20

A handbook of practical helps for the director of Americanization, the teacher, or the superintendent of schools. It surveys the whole field of Americanization, analyzes the various problems, and shows the best approach to teaching foreigners.

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TREND OF THE TIMES

Billion-Dollar Gain By National Banks

The resources of national banks in continental United States, Alaska and Hawaii were nearly a billion dollars greater at the close of business in June this year than on the same date a year ago, according to statistics given out by the Controller of the Currency, based on the last bank call covering 7,978 reporting banks. Their resources on June 30, 1926, aggregated $25,315,624,000 as compared with $24,350,863,000 on June 30, 1925.

Sees Modern Craze For Saving Things

Dr. Hendrik Willem Van Loon, author and scientist, recently declared that if the present rate of development of museums in the United States is to continue for a hundred years, it will lead to such gigantic establishment that only a few large continents will have enough space for them. Dr. Van Loon contended that the modern craze for saving things, often quite irrespective of their real value, is most unpleasant for living artists, "who are invited to starve to death because all available funds have been spent upon 'Boys in Blue' and 'Girls in Pink.'"

British Strike Swells U. S. Coal Exports

Figures made public by the United States Shipping Board show that more than 300 shiploads of American coal were sent to Great Britain during May, June and July of this year in consequence of the strike of the British coal miners, which began in May. The total United States export of coal to Great Britain in the year 1925 was less than 3,000 tons, but in the first month of the strike period more than ten times that quantity was shipped to British ports. June shipments advanced to 465,000 tons, and the July total reached 1,354,000 tons.

What Last Congress Did

Seven hundred new laws were spread on the statute books and appropriations were made totaling approximately $4,400,000,000 for the expenses of the Federal Government until June 30, 1927, during the first session of the 69th Congress, which closed July 3. The legislation enacted covered a wide range. It embraced important domestic financial measures and tax reductions as well as debt settlements with other nations, and other international arrangements. Domestically it included measures affecting war debts, aviation, agricultural relief and prohibition. International incidents, such as the Cabinet overturn in France, prevented giving effect to some of this legislation. The balance of forces in the two houses of Congress itself prevented enactment of other important legislation affecting notably two fields—prohibition and farm relief.

Organize Foundation To Protect Bequests

Purposing to create a permanent machine for receiving and administering bequests for philanthropic purposes in such a way as to make possible the intelligent use of such funds "for all time," fourteen of San Francisco's wealthiest men have taken initial steps toward the organization of what is to be known as the San Francisco Foundation. Under the plans of the proposed foundation, while a bequest might be made for certain specific charities, scientific research, educational or other philanthropic purposes, its actual use after the donor's death would be governed by changing community needs, these to be determined by a self-perpetuating Board of Trustees.

$20,000,000 Museum Of Industry for Chicago

A $20,000,000 industrial museum, depicting the advancing achievements of man's ingenuity through the ages, has been started toward reality in Chicago by Julius Rosenwald, already widely known for his philanthropies. His gift of $3,000,000 launches the project. As in Europe, the industries will be asked to contribute exhibits showing the progress of their craft—coal mining transportation, printing; moving models of the planetary system—material contributions which would eventually be valued at $20,000,000.

It Rains, and Desert Is Alive With Frogs

Tales of the discovery of countless frogs after a thunder storm in Arizona desert, 100 miles from any permanent water, were told by the twenty-four teachers and students of geology upon their return from the 9,000-mile field trip of Princeton University's summer school of geology. Such occurrences have often been attributed to frogs "raining" from the clouds, but in the opinion of Professor Richard M. Field, in charge of the party, the amphibians were imbedded in mud below the surface and brought to the top by the rain.

Chemist Dyes Growing Trees

Touched by the magic wand of science, trees in the forests near Machias, Maine, have turned from their native colors to lavender, yellow, blue and orange. These extraordinary transformations, which have amazed woodsmen, are results of experiments being conducted by Fritz von Behr, German scientist, assisted by Carl Switzer and Gerald Wheeler, University of Maine students. The secret of the dye that has made possible the creation of the multi-colored trees is known only to von Behr, inventor of the process which may revolutionize the hardwood lumber industry of the world. With the dyeing process, von Behr claims, beech can be made into "rosewood" and yellow birch into "mahogany" which defy detection by expert lumbermen.

Activities of This Country

Speaking in the House of Representatives on the motion picture industry, Hon. Sol Bloom of New York gave some interesting figures. He also presented the following little list, compiled from data furnished by the department of commerce, which shows rather strikingly how the United States compares with the rest of the world on a number of things. Of the world's land the United States possesses six per cent; in population our people makeup is seven per cent; of wheat we grow twenty-seven per cent; the silver our mines produce amounts to thirty per cent; the coal we dig totals forty per cent; of steel, copper and aluminum, the United States produces fifty per cent; we grow sixty per cent of the world's cotton; we use sixty-three per cent. of the telephones; petroleum oil from our wells is sixty-five per cent; we grow seventy-five per cent. of the corn; we make more than eighty per cent of the automobiles and we produce over eighty-five per cent of the motion pictures.

Eighty-five per cent. of corn is fed to livestock. Five per cent. is wasted. Three per cent. is made into cornmeal. Two per cent. is exported, and about five per cent. is made into cereals.

The BOOK TABLE

EDUCATION, THE BASIS OF DEMOCRACY. By H. H. Cherry, Bowling Green, president of Western State Teachers' College of Kentucky. Cloth. 202 pages. Boston, New York, Chicago, Atlanta, Dallas, San Francisco: D. C. Heath and Company.

For more than a third of a century Dr. Cherry has presided over one of the earliest state normal schools and state teachers' colleges in the South. He has been one of the eminently sane, wholesomely progressive and brilliant champions of teacher training in the country. More than forty-three thousand students have attended the Bowling Green, Kentucky, institution over which he has presided for more than a third of a century.

Dr. Cherry has the vision of a statesman with the zeal of a clergyman, and his chapel addresses have made a profound impression upon the state through the tens of thousands of his students from Kentucky homes, and in response to a formal resolution he prepared these chapters, in each of which he sends forth the throbbing message of a crusader. Dr. Cherry has none of the tricks of the propagandist, none of the plausibility of the promoter, but rather the ardor of one who would make America the Holy Land for Democracy. His book is prophetic in vision, devout in spirit, statesmanlike in mission and magnetic in appeal.

We quote a few sentences at random: "Democracy is a spiritual, vitalized human personality. . . . The unit of Democracy is the human being. . . . When reduced to its last analysis, the farm is the farmer. . . . Democratic states are not made according to blue prints. . . . When it comes to growth, nature has its own way, and it is the best way. . . . A law not made in the image of justice and founded upon the principles of the Constitution is a nursery of anarchy. . . . If the ballot fails, everything will ultimately fail. . . . Educational enthusiasm will leave the community, it will go visiting when a poor teacher enters the community. . . . The real goal of the soul and of Democracy is the more abundant life."

We opened "Education, the Basis of Democracy," with affectionate appreciation, we read it with fascinating admiration, we close it with devout thankfulness that the man who has written these pages has spoken more than six thousand thrilling messages from the platform in the college chapel.

ECONOMIC SUCCESS. By William Morse Cole. Cloth. 391 pages. New York: The Macmillan Company.

The commanding feature of the book is the absolute absence of all dogmatic statements, which is a remarkable achievement in the treatment of economics. Another notable attitude of the author is appreciation of the rapidly changing economic conditions. The treatment makes the book intensely interesting to us and we are sure that it will be attractive to all students. Nothing is said as other economists would say it. The first paragraph illustrates this spirit of originality.

"The study of economics is like the proverbial first olive. It has often proved repellant, and yet further trial has often created a strong appetite. The first olive should be eaten in good company, where comparing of notes is natural. The study of economics should also be begun in good company, where comparison of ideas, of experiences, and of hopes is natural. In old days economics was called 'the dismal science,' for it seemed to hold out so little hope for mankind; to-day it is a hopeful science, for by it we see that if we will only use the knowledge that it gives us we can really improve the social order."

What could be more illustrative than learning to eat olives, but would any other of a thousand writers on economics ever think to use it?

The two chapters that we have singled out as a test of the way Mr. Cole's theory materializes are "Competition and the Golden Rule," and "The Place of Management in Winning Success." In the second subject here is a sample statement: "The profit or loss on any one person's work is likely to be small, but the profit or loss on the work of many persons, directed by one person, may be very large indeed. That is one reason why good management is important. It may magnify a little thing a thousand times, because that little thing may be repeated by a thousand people; and perhaps each person repeats it a thousand times. If it is wrong here are a million loses! If it is good here are a million gains!"

"The students are not expected to believe what they are told about economic principles unless they can see from the argument (and the historical facts cited) that the thing is true. They can verify the facts by the use of historical methods, and the teacher should not accept without verification historical statements that appear to nullify the economic truths here worked out—for a vast mass of untruth about economic conditions is in circulation, much of it innocently so, and much of it manufactured for propaganda purposes. The use of this book will be futile unless it serves as a stimulus to economic thinking and free discussion."

STORIES OF THE COMMONWEALTH OF ISRAEL. Tales of Pioneers and Kings. With Illustrative Material From English and American Literature. By Newton Marshall Hall, D.D. Cloth. Beautifully Illustrated. 235 pages. Boston, New York, Chicago: Ginn and Company.

One of the signs of the times in which there is cause for rejoicing is the sudden stressing of a knowledge of the Bible. There was real liability that the hectic discussion between the scientists and fundamentalists would do irreparable harm by diverting the attention of all children of anti-fundamentalists away from the Bible. Whatever may be thought of those who demand the acceptance of theological creeds with their appreciation of the Bible, there is no greater literary, scholastic and ethical need than a strengthening of appreciation and love of the Bible. There is nothing to take its place when it comes to satisfying the longings of the human soul, especially in the creation of a social and community morale. "Tales of Pioneers and Kings" for school use is one of the most satisfactory contributions to meet this present need.

RIVERSIDE COLLEGE CLASSICS. Selections from the Prose Works of Ralph Waldo Emerson. Edited with Introduction and Notes by Bliss Perry. Cloth. Beautifully Bound. Boston, New York, Chicago, San Francisco: Houghton Mifflin Company.

Emerson is the only American who has written anything better than any Englishman has written the same class of literature. Emerson either created a new style of classic essay or he wrote essays that were superior to any essays ever written by any one else in America or England.

Emerson did not want to write like any other essayist. When Carlyle wrote a gorgeous preface to an English edition of Emerson's essays, Emerson protested that he was writing for "the great literary and fashional army, which no man can count," add-

ing: "I had rather have fewer readers and only such as belong to me." We would add that we had rather be of those who love Emerson's Essays than of those who love all other essays. This volume is itself a classic setting for these twenty essays.

THE ATLANTIC READERS. Book Two. Grade V, High and Far. Edited by Randall J. Condon, Superintendent of Cincinnati Schools. Cloth. Illustrated. Boston: Little, Brown and Company.

No American author or editor would make a better appeal to the school people of America than does Randall J. Condon, whose educational equipment is admirable, whose professional personality is captivating, whose experience on the farm in childhood, whose appreciation of country folk led to their appreciation of him to such an extent that he was sent to the Maine legislature for two years in a district of a different partisan practice. He was principal of a high school in Maine, superintendent of Templeton and Everett, Massachusetts, of Helena, Montana, Providence, Rhode Island, and Cincinnati, Ohio. Dr. Condon has always been a skilful and wise administrator without neglecting the personal supervision of classroom work, and "The Atlantic Readers" give him a wonderful opportunity to broadcast wholesome devotion to children. In the dedication to Book Two he says: "To those who would travel far and see the world's beauty, who would look to the hills from whence cometh strength and climb the heights for a wider view; and to those who would guide them on their way and reveal the beauty of the going, this book is dedicated."

HIGH SCHOOL ADMINISTRATION. By William Adelbert Cook, University of South Dakota. Cloth. 378 pages. Baltimore: Warwick and York, Inc.

The author is by trend and training a student, a man to measure accurately and measure skilfully, and his opinions, which are the heart and soul of this book, are based upon a reliable body of facts. He discriminates sharply between administration and professional supervision. He is frank in his criticism of serious weakness, but is not a captious critic at any time. The most characteristic chapter in the book is the one on "Vocational Guidance." We may go too far in saying it is characteristic, because in no other chapter is he as caustic in his criticism. Nowhere else does he style any one a "charlatan," possibly no other subject presents an equal provocation.

In discussing discipline in the high school by the teacher and by the principal, the author comes nearer being dogmatic than is his custom. Here he presents one side of the case rather heroically.

Everywhere the author places approval upon the spiritual rather than the mechanical, upon aim rather than upon technique.

MOTHERS' DAY IN POETRY.
EASTER IN POETRY.
ARBOR DAY IN POETRY.
Poems Chosen by a Committee of the Carnegie Library School Association. New York: The H. W. Wilson Company.

No other service of this kind has been rendered by any other publisher or association. The pages are seven by ten inches. The paper is extra heavy, and the poems are printed on one side of the page only, so that they can be mounted.

We owe our readers, authors and the publishers sincere apology for not giving them notice in the early spring, for which our only excuse is that we were swamped at that season. The books are good for any year.

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A timekeeper for a railroad gang in Missouri asked a new workman his name.

"George Washington, suh," replied the dusky son of toil.

"You're not the man who cut down the cherry tree, are you?" asked the timekeeper, jokingly.

"No, suh. 'Twasn't me. This is the fust wu'k ah's done for over a year."

—

On a Diet

She was a woman who always told everybody her business. With a cheerful smile she settled herself at the counter of the haberdasher's and began:—

"My husband has been ill—very ill, indeed. So I have to do his shopping, and I want a nice shirt."

"Certainly, madam," said the assistant. "Stiff front and cuffs?"

"Oh, no!" she exclaimed. "The doctor says he must avoid anything with starch in it."—Progressive Grocer.

—

An Endless Line

The young lady palmist at the church bazaar said to one of her girl clients: "I see by your hand you are going to be married."

"Wonderful," said the girl.

"You are engaged to a man named Wilkins," continued the amateur seer.

"How amazing," gasped the girl. "Surely the lines on my hand can not reveal the name——"

"Lines," sniffed the palmist, "Who said anything about lines? You are wearing the ring I returned to Mr. Wilkins three weeks ago."—Argonaut.

—

As Others See Us

Shopper—"I'd like to see something cheap in a felt hat."

Salesman—"Try this on, the mirror is at your left."

She Said an Earful

Mr. Meek had a new conundrum. "Why am I like a pin?" he asked his better half. He guessed she would answer: "Because you are so sharp." But she didn't. "Because if you got lost it wouldn't be worth while wasting time to find you," was her reply. He doesn't ask conundrums now.

—

Eat 'Em Alive

"Are caterpillars good to eat?" asked little Jimmy.

"No," answered his father; "what makes you ask such questions at the table?"

"Because you had one on your lettuce, but it's gone now."—Good Words.

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Meetings To Be Held

OCTOBER.

7-9: Division Meetings of Minnesota Educational Association, at Winona, Mankato, Moorhead, Crookston, Virginia, Bemidji, St. Cloud. H. C. Bell, president.

12-15: Wyoming State Teachers Association, Casper. J. G. Knode, Laramie.

21-23: Indiana State Teachers Association, C. O. Williams, secretary, Indianapolis, Indiana.

21-23: West Tennessee Education Association, Memphis. O. H. Jones, secretary, State Teachers College, Normal, Tenn.

21-23: Utah Education Association at Salt Lake City. J. T. Worlton, Salt Lake City.

22: Franklin County Teachers' Association, Greenfield, Mass. Mildred Hartwell, president.

22-23: All States Vocational Home Economics Conference, Springfield, Ill., Adah Hess, Springfield, Ill.

22-23: Illinois Home Economics Association, Springfield, Illinois, Adah Hess, secretary, Springfield, Ill.

25-27: Association of American Medical Colleges, Cleveland, Ohio. Fred C. Zapffe, 3431 Lexington street, Chicago, Ill.

25-28: National League of Compulsory Education Officials, Nashville, Tenn. John A. Parker, 63 Pynchon street, Springfield, Mass.

27-29: Washington Education Association, Spokane and Seattle. W. H. Grayam, Puyallup.

28-29: Illinois State School Board Association, Belleville. Mrs. G. A. Stover, secretary, Oak Park, Ill.

28-29-30: West Virginia State Education Association, Clarksburg, W. Va., W. W. Trent, secretary, Elkins, W. Va.

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28-29-30: Rhode Island Institute of Instruction, Providence. Clara E. Craig, secretary, Providence.

28-29-30: Annual meeting of Northeastern Missouri Teachers' Association. H. G. Swanson, secretary, Kirksville, Missouri.

NOVEMBER.

1-6: Iowa State Teachers Association, Des Moines. E. C. Lynn, Donnellson, Iowa.

1-6: Association of Urban Universities, Brown University. Dr. W. M. Lewis, secretary, George Washington University, Washington, D. C.

4-6: Minnesota Education Association, St. Paul. H. C. Bell, president.

4-5: Iowa Association of Teachers of English, Des Moines. A. Starbuck, secretary. State Teachers College, Ames, Iowa.

4-5-6: Iowa State Home Economics Association, Des Moines. Lillian G. Orr, Sioux City, Iowa.

4-5-6: Kansas State Teachers Association, Topeka, Hutchinson, Hays and Chanute. A. J. Stout, Topeka, Kansas.

4-5-6: Wisconsin Teachers Association, Milwaukee.

4-6: Association of American Universities, Evanston, Ill. A. H. Lloyd, University of Michigan, Ann Arbor, Michigan.

5-6: Pennsylvania Association of Deans and Advisers of Women, Harris Hotel, Harrisburg. Laura H. Carnell, secretary, Temple University, Philadelphia, Pa

9: Women's Educational and Industrial Union, Perkins Hall, 264 Boylston street, Boston. Margaret McGill, secretary, Boston.

10-13: Missouri State Teachers Association, Kansas City, Dr. E. L. Hendricks, president, Central Missouri Teachers College, Warrensburg..

10-13: Missouri Society of Teachers of History and Government. Edgar B. Wesley, secretary, University City, Mo.

11-13: Arkansas State Teachers Association, Little Rock. Ury McKenzie, Hot Springs.

11-13: Association of Urban Universities, Providence, R. I. W. H. P. Faunce, Brown University, Providence, R. I.

12-13: Colorado Education Association, Denver, Grand Junction, Pueblo, H. B. Smith, secretary, 520 Commonwealth Building, Denver.

15-16: National Association of State Universities of United States of America, New Willard Hotel, Washington, D. C. E. H. Lindley, Lawrence, Kansas.

22-25: South Dakota Education Association. C. S. Hall, Bellefourche, S. D.

23-26: Public School Trustees' Association of Virginia, Roanoke, E. G. McGhee, Charlotte, Va.

25: Virginia English Teachers Association, Roanoke. H. A. Miller, Jr., Petersburg, Va.

25-26-27: National Council of Teachers of English, Palmer Hotel, Chicago. F. W. Gosling, superintendent of schools, Madison, Wisconsin.

26-27: Maryland State Teachers' Association, Baltimore. H. W. Caldwell, secretary, Elkton, Md.

26-27: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Buffalo, N. Y. Dr. George W. McClelland, University of Pennsylvania, Philadelphia, secretary.

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